

Event: FR02 - **Chapter 9: Word study, research to practice: Spelling, phonics, meaning.**

Templeton, S., & Bear, D. R. (2018). In Lapp, D. and Fisher, D. (Eds.), *Handbook of Research in the Teaching of English*, 4th ed. (207-232). NY: Routledge. www.routledge.com/cw/lapp

Chapter demonstration videos that accompany Chapter 9.

<http://routledgetextbooks.com/textbooks/9781138122277/resources.php>

"It seems probable that a better understanding of the American English orthographic system would lead us toward a better teaching of literacy." (Cummings, 1988, p. 463)

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Introduction

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"Understanding *orthography* is the domain of word study, which involves the development of learners' awareness, understanding, and application of the relationships between written and spoken words. These relationships, often referred to as *orthographic knowledge*, are learned over time and form the foundation of reading and writing. Orthographic knowledge includes two components: 1) memory for the spellings of specific words, and 2) knowledge of the patterns that govern spelling in general (Templeton, 2003; Templeton & Bear, 1992/2012; Treiman & Kessler, 2014)."

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Description of the Spelling System of English

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"Writing systems are often described as either 'shallow' or 'deep' (Bear, Helman, Templeton, & Baren, 2003; Brown & Ellis, 1994). A shallow orthography, such as Spanish, is highly regular in terms of its sound-symbol correspondences. In deep orthographies, such as English, the correspondence between letters and sounds is often much less direct. The reason for this depth, in English, is that over the course of several hundred years the orthography has evolved to represent not only sound but also meaning. In both areas, notably, the orthography is more logical than most educators realize."

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Research Investigating the Development of Orthographic Knowledge

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"Perfetti (2003) characterized orthographic knowledge as the 'glue' that binds together phonological, semantic [word meaning], and morphological information about individual words and their relationships with other words. Ehri, years before, had similarly captured this conceptualization when she referred to this binding together of information as an 'amalgamation' that develops over time (1978)."

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Orthographic Development in Other Languages

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"The complexity of the orthography, whether it is shallow or deep, is also illustrated in the reading among learners with reading difficulties who manifest different difficulties depending upon the qualities of the orthography (Paulesu, Démonet, Fazio, McCrory, Chanoine, ... 2001; Ripamonti, Aggujaro, Molteni, Zonca, Frustaci, & Luzzatti, 2014).... "Students' orthographic knowledge is based on their knowledge of language systems, including their knowledge of the sounds, syntax, and morphology of the languages they are learning (Babayigit, 2014; Bialystok, McBride-Chang, & Luk, 2005). In the research of orthographic development and word study, it is important to study students' individual language experiences and literacy development (Yeong, Fletcher, Bayliss, 2014) as well as the actual characteristics and features of the particular languages students are learning (Hamada & Koda, 2008; Pasquarella, Chen, Gottardo, & Geva, 2014; Wang, Koda, & Perfetti, 2003)....For educators to understand the contrasts students need to know at the alphabetic layer, it is useful to catalogue the phonemes or the sounds and how they compare with English (e.g., Swan & Smith; 2001). For example, Spanish has 24 distinct sounds compared to 44 sounds in English. Spanish-speaking students in the early stages of orthographic knowledge in English use what they know in Spanish to learn the sounds in English (Helman, 2004; San Francisco, Mo, Carlo, August, & Snow, 2013)....At the meaning layer, middle school emergent bilinguals benefit from morphological instruction (Goodwin, Huggins, Carlo, August, & Calderon, 2013; Townsend, & Collins, 2009).

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Brain, Genetic, and Visual Perceptual Investigations Impacting Orthographic Knowledge

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"Advances in neurobehavioral and genetic factors in learning and orthographic development can inform teaching and research in word study. The study of orthographic knowledge and the brain is wide-reaching with recent studies that find motor, sensory, and emotional associations in the left temporal lobe with particular words and word types (Hruby & Goswami, 2011)....There is strong evidence that reading and spelling share

43 overlapping activation of specific lexical-orthographic components of the left hemisphere (Rapp & Lipka, 2011;
44 Ripamonti et al., 2014).”

45 **The Development of Orthographic Knowledge: Some Conclusions**

46 “Examining learners’ spelling reveals the nature of their orthographic knowledge, the stage at which they are
47 predominantly processing words in terms of alphabet, pattern, or meaning. This in turn informs our
48 understanding of how they perceive words when they read, the type of information they are able to apply
49 during each fixation. This insight establishes the framework for instruction: Early in development, focus is
50 primarily though not exclusively on the sound patterns represented by the system. Later in development, focus
51 is on strengthening the connections among and between sound and morphological/meaning patterns, which in
52 turn afford more efficient and appropriate access and use of orthographic knowledge in both encoding and
53 decoding of written language. In writing words, younger learners rely on sound, and gradually incorporate the
54 contributions of morphology, particularly in the case of derivational as opposed to inflectional morphology. In
55 reading words, learners can learn strategies for decoding that include attention to morphology, but this
56 knowledge ‘runs ahead’ of their ability consistently to encode or spell such words correctly (Ahmed et al., 2014;
57 Morris, Blanton, Blanton, Nowacek, & Perney, 1995).”

58 **The Efficacy of Word Study Instruction**

59 “Research over the past quarter century has supported several essential elements or components of effective
60 word study instruction, including instruction in phonological awareness, phonics, orthography or spelling, and
61 morphology (Berninger, Abbott, Nagy, & Carlisle, 2009; Ehri, 2014; Nagy & Townsend, 2012). Given the
62 reciprocal relationship between reading and spelling, it is not surprising that instruction in one component
63 impacts achievement in other areas (Conrad, 2008; Ehri, 2014; Graham & Hebert, 2011; Retelsdorf & Köller,
64 2014; Richards, Aylward, Berninger, Field, Parsons, Richards, & Nagy, 2006; Rosenthal & Ehri, 2008).”

65 **Nature of Word Study Instruction**

- 66 1) *“Know students’ orthographic knowledge.*
- 67 2) *Know the progression for language learning among students.*
- 68 3) Know how to choose what to teach in whole class and what to focus on in small groups.
 - 69 a. Spelling is a part of literacy instruction and is designed to teach students about phonics, vocabulary,
70 and morphology.
 - 71 b. Students learn more about reading from spelling than they do about spelling from reading (Graham
72 & Santangelo, 2014).
 - 73 c. Create differentiated spelling lists to match the word study.
 - 74 d. Teach toward full mastery of the orthographic patterns in the spelling.
 - 75 e. Explain to parents the role of spelling in the curriculum as a part of word study instruction.
 - 76 f. Expand the repertoire of home activities that include easy games and practice sorting.
- 77 4) Schlagal (1992) noted that “Methods of teaching and studying words that emphasize invariant features (e.g.,
78 word sorting) promote a growing sense of order and predictability in orthography” (p. 48).”

79 **Teacher Knowledge Base**

80 “A number of studies have investigated teacher knowledge about orthography, language, and the relationship
81 between the two. They reveal that, for most teachers, there are significant gaps and shortcomings. This is true
82 at all levels, primary through intermediate and above (Hurry et al., 2005; Moats, 2009; Spencer, Schuele, Guillot,
83 & Lee, 2008; Washburn & Mulcahey, 2014). This lack of information is not a recent phenomenon, but has always
84 been a concern (e.g., Allen, 1970). Theoretically, a stronger knowledge base coupled with a better
85 understanding of literacy development should make a significant difference in appropriate and well-grounded
86 instruction (Baynum, 2008).”

87 “In creating an observation guide for professional development in word study, we learned that the more
88 effective settings involved teacher scaffolding of student talk about words (Gehsmann, Millwood, & Bear,
89 2014).” There are “10 key components: 1) differentiation; 2) organization and preparation of materials; 3) how
90 teacher talk scaffolds students’ talk; 4) active learning and student talk; 5) extension and transference; 6)
91 instructional routines; 7) student reflection; 8) notebook use; 9) engagement; and 10) teacher knowledge and
92 management.” (Templeton & Bear, 2018)

